appendix c worksheets

Worksheet #1 Identify Alternative Mitigation Actions

Worksheet #2 State Mitigation Capability Assessment

Worksheet #3 Local Mitigation Capability Assessment

Worksheet #4 Evaluate Alternative Mitigation Actions

Worksheet #5 Prioritized Alternative Mitigation Actions



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Identify Alternative Mitigation Actions

Fill in the goal and its corresponding objective developed in Step One. Use a separate worksheet for each objective. Make sure you note the sources of information. Use Worksheet Job Aid #1 in Appendix D as a starting point for identifying potential mitigation actions. Objective: Sources of Information Comments (Include sources you consulted for **Alternative Actions** (Note any initial issues you may want to discuss or future reference and research further.) documentation.) Have you considered alternative mitigation actions from other mitigation action categories? Check off ones that apply to this objective. Prevention ☐ Public Education and Awareness Property Protection Natural Resource Protection Structural Projects

List the name of the agency and its mission and function in the first column. By identifying the missions and functions, as well as programs, plans, policies, regulations, funding, and other practices administered by agencies, states create an inventory of resources that can be brought to bear on mitigation efforts within the state.

List any programs, plans, policies, etc., this agency has in the second column. It is important to include within this column any legal authorities (which will be found within state regulations) that govern how land would be developed within hazard areas. Typically, these types of regulations are found in state codes under emergency management or public safety codes, building and construction codes, or planning codes. You should also take the opportunity to include any resources that this organization has developed for either state or local use as part of each respective program. Include any appropriate legal citations or source references for programs, regulations, policies, etc.

If you know a point of contact, list it in the third column.

Check off what type of effect the programs, plans, policies, etc., have on loss reduction. States should now evaluate the effects or implications of these activities on efforts to reduce losses within the state (fourth column). This evaluation should address the implications for both the state and local levels. The essential questions to be answered are: Does/would this program/plan/policy etc., support or facilitate mitigation efforts, or does/would it hinder these efforts? How or why? Put these reasons in the Comments column. At this point, you will not yet try to resolve any issues (such as if a particular program or policy could negatively affect proposed mitigation efforts). However, the planning team will carry forward this information as input into the evaluation of specific actions in Task C.

Finally, add any other comments you may have about the agency or its activities in the last column.

Agency Name (Mission/Function)	Programs, Plans, Policies, Regulations,	Point of Contact Name, Address, Phone, Email	Effect on Loss Reduction* ()			Comments
	Funding, or Practices		Support	Facilitate	Hinder	

Support: Programs, plans, policies, regulations, funding, or practices that help the implementation of mitigation actions.

Facilitate: Programs, plans, policies, etc., that make implementing mitigation actions easier.

Hinder: Programs, plans, policies, etc., that pose obstacles to implementation of mitigation actions.

List the name of the agency and its mission in the first column. By identifying the missions and functions, as well as programs, plans, policies, regulations, funding, and other practices administered by that agency, local and tribal jurisdictions create an inventory of resources that can be brought to bear on mitigation efforts within the community or tribe. Use Worksheet #2: State Mitigation Capability Assessment and Worksheet Job Aid #2 in Appendix D to complete this worksheet.

List any programs, plans, policies, etc., this agency has in the second column. It is important to include within this column any legal authorities (which can be found by reviewing the state capability assessment) that govern how land would be developed within hazard areas. Typically, these types of regulations are found in local zoning, building, subdivision, and other special land development codes (such as floodplain management ordinances, hillside ordinances, etc.). You should also take the opportunity to include any resources that this organization has developed for local use as part of each respective program. Include any appropriate legal citations or source references for programs, regulations, policies, etc.

If you know a point of contact, list it in the third column.

Check off whether the programs, plans, policies, etc., have an effect on loss reduction. Communities and tribes should now evaluate the effects or implications of these activities on efforts to reduce losses within the jurisdiction (fourth column). The essential questions to be answered are: Does/would this program/plan/policy etc., support or facilitate mitigation efforts, or does/would it hinder these efforts? How or why? Put these reasons in the Comments column. At this point, you will not try to resolve any issues (such as if a particular program or policy could negatively affect proposed mitigation efforts), but the planning team will carry this information forward as input into the evaluation of specific actions in Task C.

Finally, add any other comments you may have about the agency or its activities in the last column.

Agency Name (Mission/Function)	Regulations,	Point of Contact Name, Address, Phone, Email	Effect on Loss Reduction* ()			Comments
	Funding, or Practices		Support	Facilitate	Hinder	

Support: Programs, plans, policies, regulations, funding, or practices that help the implementation of mitigation actions.

Facilitate: Programs, plans, policies, etc., that make implementing mitigation actions easier.

Hinder: Programs, plans, policies, etc., that pose obstacles to implementation of mitigation actions.

- 1. Fill in the goal and its corresponding objective. Use a separate worksheet for each objective. The considerations under each criterion are suggested ones to use; you can revise these to reflect your own considerations (see Table 2-1).
- 2. Fill in the alternative actions that address the specific objectives the planning team identified in Worksheet #1.
- 3. Scoring: For each consideration, indicate a plus (+) for favorable, and a negative (-) for less favorable.

When you complete the scoring, negatives will indicate gaps or shortcomings in the particular action, which can be noted in the Comments section. For considerations that do not apply, fill in N/A for not applicable. Only leave a blank if you do not know an answer. In this case, make a note in the Comments section of the "expert" or source to consult to help you evaluate the criterion.

Goal:	
Objective:	

STAPLEE Criteria		S cial)	(Te	T chni	cal)	(Adn	A ninistr	ative)	(P	P olitic	al)		L (Lega	ıl)		(Ecc	E onomi	C)		(En	E vironn	nental)	
Considerations → for Alternative Actions	Community Acceptance	Effect on Segment of Population	Technical Feasibility	Long-term Solution	Secondary Impacts	Staffing	Funding Allocated	Maintenance/ Operations	Political Support	Local Champion	Public Support	State Authority	Existing Local Authority	Potential Legal Challenge	Benefit of Action	Cost of Action	Contributes to Economic Goals	Outside Funding Required	Effect on Land/ Water	Effect on Endangered Species	Effect on HAZMAT/ Waste Sites	Consistent with Community Environmental Goals	Consistent with Federal Laws

Alternative Actions	Comments

List the Alternative Mitigation Actions, in order of priority. Identify the goal(s) and corresponding objective(s) each action addresses, and note the sources of information for easy reference and any comments or issues to keep in mind when implementing the action.

Alternative Actions (In Order of Priority)	Goal(s) and Objective(s) (From Worksheet #1)	Source(s) of Information (From Worksheet #1)	Comments (From Worksheets #1 and #4)